

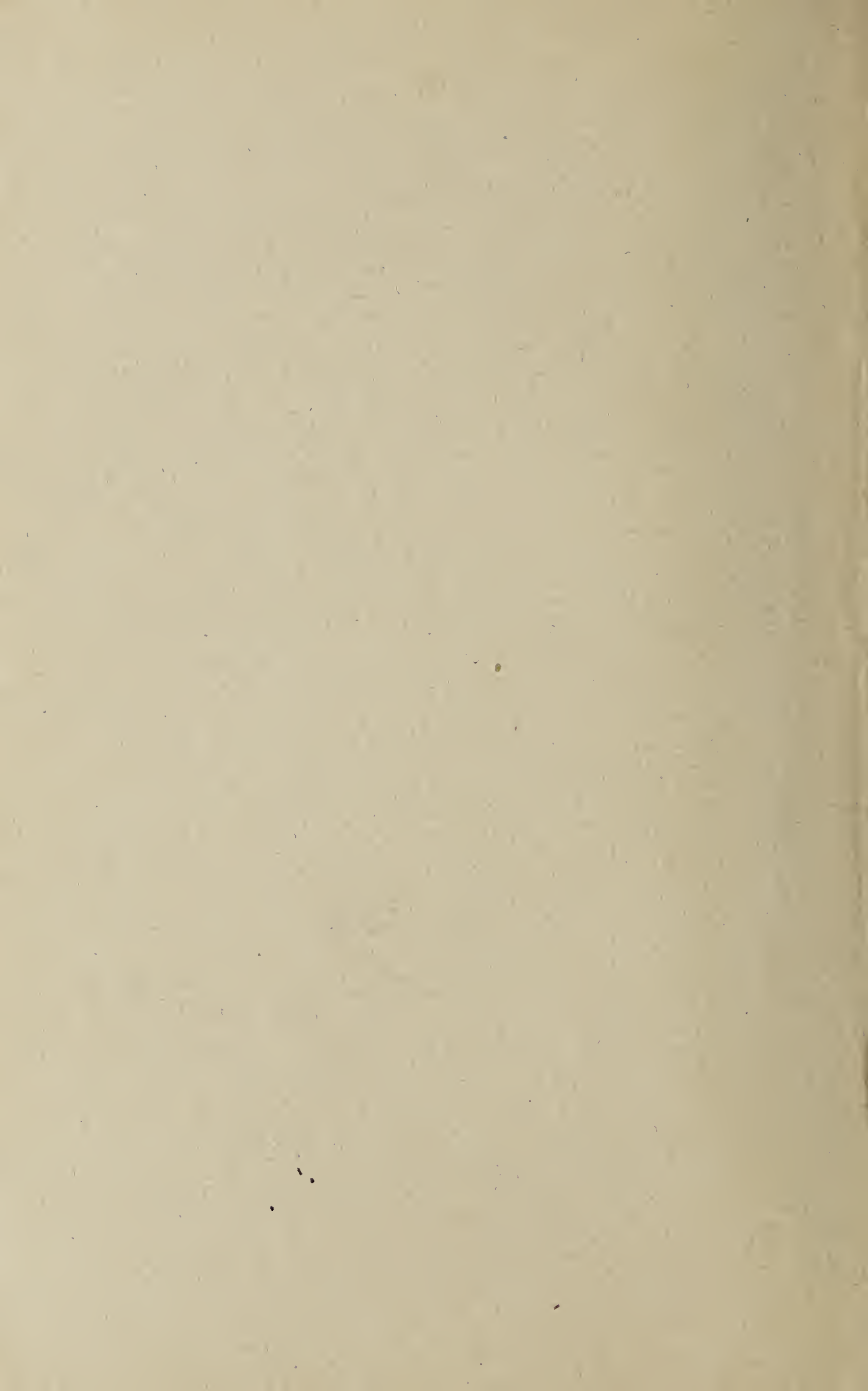
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1878

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FITCHBURG, MASS.

SCHOOL REPORT.

1878.



SIXTH ANNUAL REPORT
OF THE
SCHOOL COMMITTEE,
OF THE
CITY OF FITCHBURG, MASS.,
FOR THE YEAR 1878.



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FITCHBURG:
PRESS OF BLANCHARD & BROWN.
1879.

At a meeting of the School Committee held, December 23, 1878, it was voted :

That the Superintendent be instructed to report in print, and that the report be published as the report of the School Committee.

JOSEPH G. EDGERLY,

Secretary.

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F556

1878

CITY OF FITCHBURG.

SCHOOL DEPARTMENT.

ORGANIZATION FOR 1878.

HON. DAVID H. MERRIAM, Mayor, *ex officio*, Chairman.

MOSES G. LYON, President of the Common Council, *ex officio*.

					Term Expires.
Ward 1.	{	J. Warren White,	-	-	December, 1878.
		James M. Woodbury,	-	-	December, 1879.
		Henry O. Putnam,	-	-	December, 1880.
Ward 2.	{	Benjamin F. Wallis,	-	-	December, 1878.
		Samuel L. Graves,	-	-	December, 1879.
		William Woodbury,	-	-	December, 1880.
Ward 3.	{	George S. Gibson,	-	-	December, 1878.
		David A. Corey, (<i>vice Sawyer resigned</i>),	-	-	December, 1879.
		James H. Fairbanks,	-	-	December, 1880.
Ward 4.	{	Frederick H. Thompson,	-	-	December, 1878.
		Ebenezer Bailey,	-	-	December, 1879.
		Thomas S. Blood,	-	-	December, 1880.
Ward 5.	{	Fred Fosdick,	-	-	December, 1878.
		George R. W. Scott,	-	-	December, 1879.
		Daniel B. Whittier,	-	-	December, 1880.
Ward 6.	{	Phillip J. Garrigan,	-	-	December, 1878.
		John Gallagher,	-	-	December, 1879.
		John Barnes,	-	-	December, 1880.

SCHOOL DEPARTMENT.

STANDING COMMITTEES.

RULES AND REGULATIONS.

Messrs. Blood, J. M. Woodbury, Graves, Fairbanks, Scott, Gallagher, and the Superintendent.

SCHOOL HOUSES.

Messrs. William Woodbury, White, Gibson, Bailey, Scott and Barnes.

BOOKS AND APPARATUS.

Messrs. J. M. Woodbury, Wallis, Gibson, Bailey, Whittier, Garrigan, and the Superintendent.

EXAMINATION OF TEACHERS.

The Superintendent, Messrs. Putnam, Graves, Fairbanks, Thompson, Scott and Garrigan.

FINANCE.

The Mayor, Messrs. Lyon, William Woodbury, Putnam, Barnes, and the Superintendent.

ASSIGNMENT OF VISITING COMMITTEE.

Messrs. Thompson, J. M. Woodbury, Wallis, Gibson, Fosdick and Garrigan.

PRUDENTIAL COMMITTEE.

Messrs. Lyon, William Woodbury, Fairbanks, and the Superintendent.

MUSIC AND DRAWING.

Messrs. Blood, White, Graves, Fairbanks, Fosdick and Garrigan.

VISITING COMMITTEES.

HIGH SCHOOL.

Messrs. J. M. Woodbury, Wallis, Gibson, Thompson, Scott and Garrigan.

GRAMMAR SCHOOLS.

High Street—Messrs. Bailey, Graves and Putnam.

Day Street—Messrs. Blood, Fosdick and Whittier.

West Fitchburg—Messrs. Gallagher, William Woodbury and White.

INTERMEDIATE SCHOOLS.

High Street—Messrs. Sawyer and Graves.

Day Street—Messrs. Wallis and Bailey.

South Street—Messrs. J. M. Woodbury and White.

Middle Street—Messrs. Garrigan and Putnam.

South Fitchburg—Messrs. Gallagher and Fairbanks.

Rockville—Messrs. Sawyer and William Woodbury.

SECONDARY SCHOOLS.

High Street—Messrs. Gibson and Sawyer.

Day Street—Messrs. Blood and Scott.

South Street—Messrs. Fosdick and Putnam.

Middle Street—Messrs. Garrigan and White.

South Fitchburg—Messrs. Gallagher and Thompson.

East Street—Messrs. Whittier and Barnes.

Rockville—Mr. Scott.

PRIMARY SCHOOLS.

High Street (A)—Mr. Bailey. High Street (B)—Mr. Thompson.
Day Street (A)—Mr. Blood. Day Street (B)—Mr. J. M. Woodbury.
South Street—Mr. Wallis.
Middle Street—Mr. Bailey.
East Street—Messrs. Fairbanks and Barnes.
West Street—Mr. Gibson.

UNGRADED SCHOOLS.

Mount Elam—Mr. William Woodbury.
Woodbury District—Mr. J. M. Woodbury.
Wachusett—Mr. Graves.
West Fitchburg—Mr. Fairbanks.
Dean Hill—Mr. Whittier.
Page District—Mr. Barnes.
Caswell District—Mr. Graves.
Pearl Hill—Mr. Fosdick.

SUPERINTENDENT'S REPORT.

To the School Committee of Fitchburg:

GENTLEMEN :—I herewith submit the Sixth Annual Report of the Superintendent of Schools of this city.

ABSTRACT OF STATISTICS

FOR 1878.

1—Whole number of boys registered,	-	-	-	-	1,234
2—Whole number of girls registered,	-	-	-	-	1,308
3—Whole number of pupils registered,	-	-	-	-	2,542
4—Average number of boys belonging,	-	-	-	-	1,001
5—Average number of girls belonging,	-	-	-	-	1,066
6—Average number of pupils belonging,	-	-	-	-	2,067
7—Average daily attendance of boys,	-	-	-	-	919
8—Average daily attendance of girls,	-	-	-	-	998
9—Average daily attendance of pupils,	-	-	-	-	1,917
10—Number of pupils under 5 years of age,	-	-	-	-	8
11—Number of pupils under 6 years of age,	-	-	-	-	253
12—Number of pupils over 15 years of age,	-	-	-	-	280
13—Number of pupils over 16 years of age,	-	-	-	-	157
14—Number of pupils between 5 and 15,	-	-	-	-	2,070
15—Number of children between 5 and 15, as returned by the enumerators,	-	-	-	-	2,235

REPORT OF SCHOOL COMMITTEE.

EVENING DRAWING SCHOOLS.

16—Number of pupils,	-	-	-	-	-	-	-	42
17—Average attendance,	-	-	-	-	-	-	-	24

EVENING (COMMON) SCHOOLS.

18—Number of pupils,	-	-	-	-	-	-	-	130
19—Average attendance,	-	-	-	-	-	-	-	56

SUMMARY.

20—Whole number of pupils in day and evening schools,	-	2,714
21—Average attendance day and evening schools,	-	1,997
22—Number of teachers, first term,	-	51
23—Number of teachers, second term,	-	52
24—Number of teachers, third term,	-	52
25—Number of special teachers,	-	3
26—Number of teachers, evening drawing school,	-	2
27—Whole number of teachers, evening (common) schools,	-	10
28—Average number of teachers, evening (common) schools,		7

CURRENT EXPENSES OF SCHOOLS.

Salaries of teachers,	-	-	-	-	-	-	\$26,324 64
Salary of teacher of music,	-	-	-	-	-	-	815 00
Salary of teacher of writing,	-	-	-	-	-	-	660 00
Salary of teacher of drawing,	-	-	-	-	-	-	600 00
Salary of superintendent,	-	-	-	-	-	-	1,800 00
Fuel and care of rooms,	-	-	-	-	-	-	3,624 83
Total current expenses,	-	-	-	-	-	-	\$33,824 47
Repairs of school houses,	-	-	-	-	-	-	602 36
School incidentals,	-	-	-	-	-	-	1,706 12
Books and stationery,	-	-	-	-	-	-	1,180 26

EVENING SCHOOLS.

Drawing schools (instruction),	-	-	-	-	-	\$192 00
Common schools (instruction),	-	-	-	-	-	406 50
Total salaries all evening schools,	-	-	-	-	-	<u>\$598 50</u>
Total expenditures,	-	-	-	-	-	\$37,911 71
Total appropriations and receipts,	-	-	-	-	-	<u>33,071 16</u>
Overdrawn,	-	-	-	-	-	4,840 55

EXPENSE PER SCHOLAR.

Current expenses (including teaching, fuel, and care of rooms,)	-	-	-	-	-	-	\$33,824 47
Expense per scholar, based on whole number, (2,542,)	-	-	-	-	-	-	13 30
Expense per scholar, based on average number belonging, (2,067,)	-	-	-	-	-	-	16 36
Expense per scholar, based on average daily attendance, (1,917,)	-	-	-	-	-	-	17 64
Total expense of day schools,	-	-	-	-	-	-	\$37,113 21
Expense per scholar, based on whole number, (2,542,)	-	-	-	-	-	-	14 60
Expense per scholar, based on average number belonging, (2,067,)	-	-	-	-	-	-	17 96
Expense per scholar, based on average daily attendance, (1,917,)	-	-	-	-	-	-	19 36

EXPENSES OF EVENING SCHOOLS.

Teaching, - - - - -	\$598 50
Rent of room, fuel, care of room, etc., - - - -	200 00
Total expense evening schools, - - -	<u>\$798 50</u>
Expense per scholar, based on whole number, (172,) -	4 64
Expense per scholar, based on nightly attendance, (80,)	9 98

Total cost day and evening schools, - - - -	\$37,911 71
Expense per scholar, based on whole number, (2,714,)	13 96
Expense per scholar, based on average number belonging, (2,217,) - - - - -	17 10
Expense per scholar, based on average attendance, (1,997,)	18 98

The sum of \$1,966 belongs really to the expenses of 1877. The schools below the grade of high school were not in session in November, 1877, but the teachers were paid for that month from the appropriation for 1878; or to state it differently, in 1877 the city paid most of the teachers for nine months' service, and in 1878 for 11 months' service, instead of 10 months' service each year.

The amount paid for teaching in 1877 was - -	\$29,379 73
The amount " " " " 1878 " - -	30,199 64

These figures show that in 1877 the expense of teaching was \$819.91 less than in 1878, when really it was \$3,112.09 more. This explanation seems to be demanded in order to understand the heavy overdraft for 1878. The report for 1878 will show that \$40,466.84 has been expended for schools. From this sum there should be deducted the amount paid for books to be sold to pupils and the amount paid

teachers for the previous year. Making these deductions, the actual expense for the year is \$35,945.71.

The items given in the abstract of statistics do not include either the amount paid or received on account of books sold to pupils. That account should be treated as a matter entirely outside of school expenditures and receipts. It is included in the report of the prudential committee, the details are there given, but is no expense to the school department as the amount received from the sale of the books, together with the amount now due and the value of the books on hand is more than the total cost of the books, as will be seen by the following statement :

EXPENDITURES ON ACCOUNT OF BOOKS SOLD TO PUPILS.

Books,	-	-	-	-	-	-	-	-	\$2,507 88
Expressage,	-	-	-	-	-	-	-	-	35 25
Printing,	-	-	-	-	-	-	-	-	12 00
Total,	-	-	-	-	-	-	-	-	<u>\$2,555 13</u>

PER CONTRA.

Paid to city treasurer,	-	-	-	-	-	-	-	\$843 25
Cash in hands of committee,	-	-	-	-	-	-	-	465 66
Due from dealers, to be paid Jan. 1, 1879,	-	-	-	-	-	-	-	327 65
Value of books on hand, at cost,	-	-	-	-	-	-	-	<u>982 07</u>
Total,	-	-	-	-	-	-	-	<u>\$2,618 63</u>

At the beginning of the year the dealers had on hand a number of books which were to be sold at the prices established by the committee. Thus there have been more books sold during the year than the report indicates, as no account is made of those owned by the dealers when they began to sell on commission.

The amount of sales for the year is not far from \$2,000, effecting a saving to the pupils of about \$600.

SCHOOLS AND TEACHERS.

The following list contains the names of teachers employed during the year

HIGH SCHOOL.

HIGH STREET.

Principal, Ray G. Huling.

Assistants, Albion N. Marston,

Benjamin F. Brown,

E. Adams Hartwell,

Ellen W. Beane,

Myra B. Richardson, 2 terms.

GRAMMAR SCHOOLS.

HIGH STREET.

Principal, Charles G. Stearns, 2 terms,

Lewis Parkhurst, 1 term.

Assistants, Alice F. Hayes,

Sarah E. Hayden,

Josephine Reynolds, 1 term,

Alice Miller, 1 term.

DAY STREET.

Principal, Caroline J. Dresser, 2 terms,

Justus K. Jillson, 1 term.

Assistants, Ellen E. Armes,

Mattie E. Goodrich,

Addie Goodrich,

E. D. Whitney, 2 terms,

Edna M. Lowe, 2 terms,

Carrie G. Brewster, 1 term,

Clara A. Woodbury, 1 term.

WEST FITCHBURG.

Principal, Charles K. Sawyer.

Assistant, Abbie A. Whittemore.

INTERMEDIATE SCHOOLS.

High Street (A)—Georgie A. Higgins.

High Street (B)—Lizzie A. Downe, 2 terms,
Addie H. Chase, 1 term.

Day Street—Emma L. Lane.

South Street—Clara D. Hosmer.

Middle Street—Lizzie M. Nolan.

This school was transferred to South Fitchburg in May.

South Fitchburg—Sara J. Barber.

Rockville—Addie H. Chase, 1 term,
Anna W. Ticknor, 1 term.

This school was not in session during the Spring term. The attendance is reckoned with the Rockville Secondary.

SECONDARY SCHOOLS.

High Street (A)—Lizzie L. Lamb, 2 terms,
Lucy A. Hayward, 1 term.

High Street (B)—Addie H. Chase, 1 term,
Nellie E. Wallace, 1 term.

This school was organized at the beginning of the Spring term.

Day Street (A)—Elizabeth W. Osborne.

Day Street (B)—Carrie G. Brewster, 2 terms,
Edna M. Lowe, 1 term.

South Street—E. Isadore Wells.

Middle Street—Alice T. Lee, 2 terms,
Issie H. Gilchrest, }
Nettie E. Adams, } 1 term.

South Fitchburg—Lulu M. Bagley.

East Street—Winnifred Marvle.

Rockville—Sarah L. Sawyer.

PRIMARY SCHOOLS.

High Street (A)—Celie L. Higgins, 1 term,
Nellie E. Wallace, 1 term,
Josephine Reynolds, 1 term.

High Street (B)—S. Ada Blood.

Day Street (A)—Mary E. Kimball.

Day Street (B)—E. La Mira Estabrook.

South Street (A)—Mary E. Downe, 2 terms,
Julia M. Joel, 1 term.

South Street (B)—Hattie A. Smith.

Middle Street (A)—Etta A. Jillson.

Middle Street (B)—Mary E. Gallagher.

Middle Street (C)—Jennie M. Connor, 1 term,
Mary A. Barnes, 1 term.

This school was organized in May.

School Street—Nancy R. Phillips.

UNGRADED SCHOOLS.

Mt. Elam—Clara A. Bernard, 2 terms,
Kate F. Andrews, 1 term.

Woodbury—Helen E. Woodbury.

Wachusett—Helen F. Moore, 2 terms,
Phebe M. Blanchard, 1 term.

West Fitchburg—Clara L. Tenney.

Dean Hill—Abbie L. Marble.

Page District—Anna A. Carleton.

Caswell District—Ella F. Caswell.

Pearl Hill—Mary E. Whittemore.

SPECIAL TEACHERS.

Singing—John Ord, Jr.

Writing—Nellie F. Livermore.

Drawing—Sophia L. Pitman, 2 terms,
S. Herbert Adams, 1 term.

EVENING DRAWING SCHOOL.

Eliot L. Caldwell—Mechanical.

Sophia L. Pitman—Freehand.

EVENING COMMON SCHOOL.

J. Warren White, Principal.

D. M. Church,

E. M. Gay,

Emma Miller,

Mary F. Aldrich,

Kate E. Dunn,

E. L. Battles,

Kate Gallagher,

Mary A. Barnes,

Sarah M. Cushing.



IN MEMORIAM.

One name that appears in the list of teachers will be missed hereafter. Miss Celie L. Higgins died last June. She remained in school till the close of the winter term. Although her health had been failing for some time, she was active and cheerful in the school room, and even after she was obliged to discontinue her work, confidently expected to resume it. But it proved otherwise. Miss Higgins spared no effort to improve her school, and she has left a record of faithfulness and efficiency that will long endear her memory to pupils and parents.

SCHOOL CENSUS.

An enumeration of school children was made in May, by the following persons :

John Gallagher—Wards 1 and 6,

Thomas C. Upton—Wards 2 and 5,

Ebenezer Bailey—Wards 3 and 4.

The different wards were canvassed thoroughly during the same month, the names of the children placed upon blanks prepared for that purpose. These papers contained also the age of each child so reported, the name of the parent and the residence. At the same time the teachers reported all children attending school. A comparison was made of the lists returned by the teachers and enumerators. This comparison showed that some had been overlooked by the enumerators, the names of some were given differently upon the two lists, while others had changed their residences a few days before the canvass was made, and, consequently, were not reported by either of the enumerators. Some were registered at school as over five or under fifteen, whose names did not appear on the returns of the canvassers ; investigation proved that such pupils at home were regarded as either younger or older than the school registers indicated. The residences of some were not reported correctly upon the registers of the teachers.

All such cases were investigated. A great deal of pains was taken to obtain an accurate report. It is believed that the figures given are more nearly accurate than such figures have been in years past.

According to the returns there were in the city in May, 2,235

children between the ages of five and fifteen. They were in the various wards as follows :

AGES.	WARDS	1	2	3	4	5	6	TOTALS.
5 years old,		66	40	33	28	33	53	253
6 “ “		57	52	25	25	38	39	236
7 “ “		72	34	32	14	36	53	241
8 “ “		50	39	32	25	34	50	230
9 “ “		55	35	21	25	30	42	208
10 “ “		40	53	29	35	29	71	257
11 “ “		43	37	29	33	25	48	215
12 “ “		52	46	25	24	26	57	230
13 “ “		25	34	28	22	28	32	169
14 “ “		37	28	24	29	23	55	196
Totals,		497	398	278	260	302	500	2,235

There were in May attending all the schools of the city, 2,157 of all ages, of which number 254 were fifteen years of age and upwards, and of course not included in the list of the enumerators.

The registration was as follows :

AGES.	NUMBER ENROLLED.				PER CT. OF ENUMERATION.			
5 years,	-	-	-	153	-	-	-	60
6 “	-	-	-	188	-	-	-	79
7 “	-	-	-	216	-	-	-	89
8 “	-	-	-	220	-	-	-	95
9 “	-	-	-	196	-	-	-	94
10 “	-	-	-	232	-	-	-	90
11 “	-	-	-	201	-	-	-	94
12 “	-	-	-	207	-	-	-	90
13 “	-	-	-	159	-	-	-	94
14 “	-	-	-	131	-	-	-	66
Total,	-	-	-	1,903				
Over 15,	-	-	-	254				

Total enrolment, May 1, '78, 2,157

There were in the schools 232 less than the number returned by the enumerators. It was noticed that many five and six years of age were not in attendance, and I think no effort should be made to induce such young children to attend. On the other hand, it would be better for them to remain out of school a year or two years longer.

Between the ages of seven and thirteen, inclusive, the enrolment was ninety-two per cent. of the enumeration, which is a very high enrolment. It accounts for the crowded condition of some of the schools.

The increase in the average attendance is shown by the following table. No printed town reports—for some years—could be obtained, consequently the figures were taken from reports of the State Board of Education.

AVERAGE ATTENDANCE IN FITCHBURG PUBLIC SCHOOLS

SINCE 1860.

YEAR.	AV. DAILY ATTENDANCE.	YEAR.	AV. DAILY ATTENDANCE.
1878	- - 1,917	1868	- - 1,420
1877	- - - 1,868	1867	- - - 1,411
1876	- - 1,783	1866	- - 1,327
1875	- - - 1,750	1865	- - 1,359
1874	- - - 1,728	1864	- - 1,176
1873	- - - 1,686	1863	- - - 1,162
1872	- - 1,649	1862	- - 1,097
1871	- - - 1,621	1861	- - - 1,113
1870	- - 1,589	1860	- - 926
1869	- - - 1,626		

ATTENDANCE AT HIGH SCHOOL

FOR THE PAST TEN YEARS.

YEAR.	AV. ATTENDANCE.								GRADUATES.
1878	-	-	-	-	165	-	-	-	37
1877	-	-	-	-	168	-	-	-	19
1876	-	-	-	-	164	-	-	-	16
1875	-	-	-	-	137	-	-	-	20
1874	-	-	-	-	121	-	-	-	14
1873	-	-	-	-	117	-	-	-	10
1872	-	-	-	-	117	-	-	-	10
1871	-	-	-	-	101	-	-	-	10
1870	-	-	-	-	72	-	-	-	2
1869	-	-	-	-	57	-	-	-	11

The attendance at most of the schools for the past year has been good. The absences have been confined to a few pupils. Some teachers have said that were it not for one or two pupils their registers would be comparatively free from marks for absences. It is difficult to deal with these few cases ; in fact, there is no effectual way to check these absences. Sending these children to the Reform school does not seem to be practicable, and as there is nothing else that will affect them they are away from school a great deal.

It is needless to speak of the vicious effects of such a class upon the welfare of a school. Not only does it affect those who are irregular in their attendance, but the progress of the school in general is retarded. An ungraded school for such pupils is regarded as unwise, hence the schools as they are now organized must endure the evil as well as possible. How to dispose of these pupils who interrupt the work of the schools is a question for consideration. The whole subject of the attendance of pupils is one that needs our most careful consideration.

The increased attendance in the schools of this city is due partly to the efforts of the truant officer, and partly to the fact that there is not employment for so many children as there was a few years ago ; some who otherwise would be at work are now attending school.

In this connection I desire to call your attention to some questions arising from the attempt to secure a high percentage of attendance. The policy pursued in the management of the schools, their classification, their supervision, their work in general must affect the attendance. The policy now pursued in this city will increase the number of pupils, although we are told that if it should be continued long the standard of the schools will be lowered.

Have we always consulted the best interest of the great mass of pupils in our endeavor to raise the standard of the schools? Has not the attendance here and elsewhere been diminished by a too rigid classification, a too strict adherence to system? Is not the system itself responsible for some of the non-attendance?

The question of the early withdrawal of children from school has not received the consideration its importance demands. It is one of the most vital questions connected with our educational system, and I trust that all who have to do with the management of schools will give it careful thought.

We must assume at the outset that a great many pupils, from ten to sixteen years of age, will be away from school a part of the time engaged in some occupation. This is inevitable, and I do not regard it as deplorable in itself, provided the system is such that these pupils are not virtually excluded. If they cannot return to school and pursue their studies, then it is deplorable. I am not speaking of those who make a pretence of attending school yet absent themselves whenever inclination prompts, but of those who from necessity leave school for a whole term.

These pupils, it may be, leave the intermediate or lower classes of the grammar schools. Many of them are bright, active scholars, but with a large number of them it is a fact that they never return. Thus the benefits of the higher classes of the grammar schools are never

enjoyed by them. Examine the records of a school for a series of years. Compare the number in the higher classes in the grammar schools with those of the lower classes of the same schools, and ascertain if possible what became of those who left the lower grades. Did they ever return, and if not, what was the reason? If they did return, it may be of some consequence to know in what classes they were placed.

In the grammar schools whose records are examined few of the first class have been away from school. Those of their companions who were obliged to be away for one or two terms were not able to reach the first class.

The last Report of the Bureau of Statistics of Labor for this State says, upon this point: "One of the most vital questions which will claim the attention of law-makers in the near future, will be how to educate the operative children of the Commonwealth, that is, that portion of the young who may be obliged to contribute their earnings to eke out the income of the parents, and who must of necessity, if at all, receive an elementary education contemporaneously with industrial pursuits." This refers especially to those whose necessities require them to labor a part of the time. I have in mind also those whose parents are able to keep them at school, but who think it best that a part of the time of the children should be devoted to manual labor. There are others whose health will allow them to attend but a few months in each year, and still another class whose parents feel that it is better for the children to attend a less time, but they know that the standing of pupils is affected unless they are present to be ranked each month or each term, and as so much stress is laid upon rank, these pupils attend each term, some of them to study just enough to keep their rank.

In the discussion of this question, however, I am considering, more especially, those who from any cause are obliged to work a portion of the time.

I am not in sympathy with those who advocate the theory that we can teach any of the various trades in connection with the schools. If a boy desires to learn a trade he can do it elsewhere. I refer to this, however, as there is so much said in relation to combining instruction in the

common school branches with various kinds of manual labor. There are many who advocate the theory of turning our schools, or at least a portion of them, into vast workshops. These persons claim that it is the duty of the State to fit pupils for the pursuits they will enter after leaving the schools, that it is as reasonable to ask a city to fit up a shop where a dozen boys can learn the shoemaker's trade, or a dozen girls can learn the milliner's trade, as to fit up a laboratory in connection with the school, where chemical experiments can be tried, or to employ a special teacher in chemistry for the benefit of a few who wish to pursue this branch of study. This argument is met by stating that the laboratory is open to all, and that the study of chemistry is beneficial to all, or at least to all who enter the high school. Then comes the rejoinder that the shoemaker's shop and the millinery establishment are open to all, and that either of these branches is of more benefit to the pupil than chemistry, Greek or Latin. We know that sewing is taught with good success in the schools of Boston, Cambridge and other places, that teachers of sewing are employed who visit the schools regularly to give instruction in sewing, as the teachers of singing, writing and drawing give instruction in the schools of Fitchburg. In some places where a special teacher of singing or drawing is employed it is claimed that a teacher of sewing might be employed to advantage in the place of one or both of these.

My own impression is that we attempt already to do too much in the schools—that better results for the mass of pupils will be secured by confining our work to fewer subjects. Trades should be learned elsewhere.

In regard to the main question, I think we may conclude, regardless of theories, that a number of children between ten and sixteen years of age will be away to labor a part of the time the schools are in session. We may say that this is not right, that many are taken out to work when there is no real necessity for it, that such withdrawals injure the schools; yet the fact remains, it cannot be ignored. Laws may be enacted by legislatures, regulations made by school boards and teachers; yet such is the case, and it must be met, and we must strive to induce these pupils to return and remain as long as possible. When they return, a too

rigid classification must not compel them to depart never again to enter a school room.

In an address delivered before the National Educational Association, at Detroit, in 1874, Hon. E. E. White, of Ohio, said :

“The schools allow no divided allegiance. If the boy goes to school, he must go steadily, and give it the heart of the working day. No provision is made for children who must devote a part of each day to labor. Hence young children are taken out of school to assist in household duties, to sell papers or do errands, or to render other assistance, really demanding but a portion of their time. Many pupils are withdrawn from school at a very early age to learn trades. They are too young to work more than the half of each day, and would make even more rapid progress in manual labor if they could spend the other half in school. But the doors of the public schools are closed against them. They must choose between the shop and the school, and the necessity of earning a living as early as possible scarcely permits, in many instances, a choice.

“The failure of the public schools to accommodate this class of pupils, the very class which, above all others, needs their advantages, has been too generally accepted as unavoidable. Whenever the necessities of the family have demanded any portion of the regular school hours, children have quietly dropped out of their classes, and the schools have gone on apparently unconscious of their absence. But the proposition to enact laws compelling parents to send their children to school, has raised the inquiry whether the schools are not responsible for some of the absenteeism to be thus corrected. It is urged that the first step is to adapt the schools to the necessities of all classes.

“As a means to this end it has been suggested that the public schools should be organized on what is known as the half-time system—a system tried with encouraging results in Europe and also in the primary schools of several cities in this country. It is urged that the uniting of labor and schooling is the true idea, that children who devote their whole time for eight to ten years to schooling are not then likely to enter on manual labor with much enjoyment ; and, besides, that labor and schooling, when united, assist each other. The half-time pupils prove, as a

rule, as apt scholars as their full-time classmates, and, at the same time, more skilled workers than their unschooled work-fellows.

“These considerations have certainly great weight, but I am not convinced that the adoption of the half-time system in the upper grades of our schools is necessary to secure the desired end. A great many of the pupils in city schools would not engage in manual labor the half of each day were the half-time system adopted. If in school only half of the day, they would spend the other half in idleness or on the streets, and some in worse places. When no home study is required, the present system allows some eight hours a day and every Saturday for labor and recreation. This is found to be time enough for many children to do all the work that is provided for them. It is possible that it would be better if all our youth had regular work the half of each day, but the public schools cannot change the usages of society in this respect. They must conform to what is, rather than to what should be.

“It has also been suggested that half-time schools might be organized for working children, and the present system be continued for others. This involves not only a classification but a separation of children, on the basis of manual labor, and we have already quite enough of this class principle in the organization of our schools. It is believed that the difficulty under consideration can be successfully met without organizing separate schools for working children. What is needed is, to make the course of study and requirements of our schools flexible enough to accommodate this class of pupils. Instead of half-time schools, I would suggest *a half-time course of study* in all grades above the primary. It is not necessary to require all the pupils in the public schools to take the same number of studies, and advance with even step through the course. This procrustean device must be given up, if our public school system is to do its full legitimate work as an agency for the education of the whole people. Instead of excluding pupils who can not meet all the conditions of a complete and thorough course of elementary education, it must provide for such pupils the best education possible under the circumstances. This may involve some loss in uniformity and system, but there will be a gain in usefulness—a result more important than mechanical perfection in classification.”

The question has been discussed in many reports and addresses. It is forcing itself upon us, it cannot be disregarded. If we cannot have ungraded schools there must be more flexibility to the course of study in the graded schools.

We are told that the high school tends to draw pupils up, that many are induced to attend till they complete the grammar school course so that they may be able to say they are qualified for the high school. This is true, but on the other hand, repressive examinations, arbitrary standards of admission, deter others from completing the grammar school course. These pupils know full well that with such a standard of admission there is no opportunity for them, and disheartened at the prospect, they leave school, with no intention of returning. In after years, some of these pupils frequently take a higher rank in the community than those of their schoolmates who were able in the examinations to obtain a higher per cent. They maintain this higher rank in their professions and elsewhere, notwithstanding they had not the benefit of the higher grades.

Each year for the past three years the high school committee of this city has done what could not have been done a few years ago, and which to-day would be regarded in many places as a serious injury to the schools. It is a part of the policy to which I have alluded as tending to increase the number of pupils in attendance, a part of the policy which we are told will, if continued, lower the standard of the high school, as well as that of the other schools.

Several from the grammar schools have been admitted who were unable to pass an examination in all of the grammar school studies, pupils who did not obtain the required percentage, who could not obtain it. I regard the action of the committee as just and reasonable, and am convinced that the attendance at the grammar schools is increased thereby. Some of these pupils had been six years in the grammar schools, where four years is the allotted time. They were not qualified—according to an arbitrary standard—and yet a cast-iron system would compel them to remain a whole year in a class where they had already spent two years, or it would compel them to withdraw from the schools. We are told

that this is not the fault of the system, that a standard should be adopted and any pupil failing to reach it should be dropped. This is assuming too much. We are to consider the welfare of the pupils. We should strive to place each pupil where he can work to the best advantage.

There are to-day in our grammar schools pupils who would not have been there had it not been for the action of the high school committee to which reference has been made. Pupils have been transferred from a class in the grammar schools to the next higher class in the same manner.

I say we are met by the complaint that the standing of all the grades is lowered thereby. It is evident that the average scholarship of a grade will not be as high as it would be if only the choicest, brightest pupils are sent to the upper grades ; but the school will accomplish more for the mass of the pupils. For instance, forty pupils from the grammar schools are examined for admission to the high school ; twenty-five are admitted because they obtain the required percentage in their examination. The other fifteen are rejected, and it is not at all improbable that several are rejected who have been two years or more in the first class of the grammar school. The parents conclude it is not best for these pupils to spend another year in the grammar school, upon the branches they have studied for two years and in the class with those several years younger than themselves. The teacher of the grammar school coincides with this view. These pupils leave their studies, and the schools go on without them. What is the proper course to pursue in such cases? One says if pupils cannot pass an examination in the grammar school studies they ought not to enter the high school ; a second says they might as well stay four years in one class as one year in each of four classes ; a third that such pupils would not be benefited by entering the high school—that after a sufficient length of time in the grammar schools they might as well drop out of school ; while a fourth says that a part of the rejected ones ought to be admitted, but we cannot admit one of them unless the whole fifteen are admitted.

It is true there is a higher standard of scholarship in the high school class of twenty-five than there would have been had six or eight of the

fifteen others been admitted. But would not the twenty-five have been equally as good scholars had the class been larger?

In the last Worcester school report Superintendent Marble says : "The graduating class was larger than ever before ; ten years ago there were fourteen ; this year there were sixty-three. It is possible that the average scholarship of these sixty-three may not be fully equal to that of the fourteen ; but it is more than probable that fourteen out of the sixty-three are fully equal to the others, and all which the other forty-nine have acquired is so much gained."

Is the efficiency of a school impaired because the size of the classes is increased by the admission of several who fall below a fixed standard? Is the admission of these pupils an injury to those who rank high in all of their examinations? Have these questions been considered upon their merits, or have our theories influenced our judgment?

Under the management of its present corps of teachers the high school is doing a good work, and although there has not been a strict adherence to a cast-iron system of admission, the school is maintaining a very high rank. In a city of the size of Fitchburg there ought to be a high school of at least three hundred. The pupils attending, however, should be old enough to understand the subjects taught. High schools generally are too small, the pupils too young.

Had we given more careful attention to some of these questions heretofore, some of the severe though not uncalled for criticisms upon our school system might have been avoided. We have invited a part of the opposition that has been manifested towards the schools.

The early withdrawal of children from school is a question that some of our leading educators have considered for several years. Eleven years ago, at the meeting of the Massachusetts Teachers' Association, Superintendent Harrington, of New Bedford, said : "I believe that at least *a hundred per cent.* more than now enter the high schools might be induced to become members of them, if the conditions of admission were what they ought to be ; if they were not artificially and arbitrarily repressive."

Are we not forced to the conclusion that the schools themselves are responsible for some of the non-attendance? I am well aware that numbers alone do not indicate the progress of a school. There may be one hundred names upon a school register this year, in place of forty last year ; but this fact alone does not warrant the conclusion that there has been an improvement in the school, or that the school of last year with its forty pupils did not accomplish as much for the community as the larger one is now accomplishing. Other things are to be considered. The good of the pupils is the paramount object ; the size of the schools may not be an indication of their usefulness.

One of the first objections that meets us is that the uniformity and system of the schools and their gradation are destroyed. This objection has force, and strange as it may seem, it has force because many of those who decry the present system of graded schools, who complain because the grading of the schools is severe, make no allowance for the attainments of different pupils or of different classes. If such persons are present in an official capacity at the examinations—so called—of different schools, they judge the several schools from the recitations of the hour, not regarding or not knowing anything of the previous standing of the classes or the manner in which these several classes have been promoted.

If all the schools of the same grade—or those regarded as being of the same grade—are to be judged from the same standpoint, measured by the same arbitrary standard, then certainly all teachers have a right to expect that all pupils promoted to their respective rooms shall be equally qualified. On the other hand, if it is understood that some pupils, on account of their age or on any account have been advanced without passing a strict examination in all the branches, and that teachers are not to be blamed because such pupils are not in all respects equal to other classes where the conditions are more favorable ; that teachers, instead of receiving censure for the apparent short-comings of a class, shall receive sympathy and encouragement for the faithful work they have performed, under unfavorable circumstances, if this is understood, teachers will not feel themselves humiliated. Teachers are

ready to aid in this matter, but they have a right to expect that all the circumstances shall be taken into account. The success of each teacher cannot be measured by the number of correct answers the pupils give at a set examination. No public comparison should be made of the work of different schools. One teacher may send twenty pupils to the high school, and yet not be entitled to as much credit as another who sends but ten.

Another objection urged is that idleness, absences and shirking will be encouraged unless pupils are held strictly to the examinations and the results of those examinations shall determine the promotions. We are told that if it is understood that all pupils who have been a certain length of time in a certain grade will be promoted, those who are disposed to shirk will not work with that eagerness they otherwise would. One boy will say, "That boy and that girl were promoted without obtaining the required per cent. in reading, writing, spelling, drawing, music, arithmetic, language, history and geography; I can get along in the same way, and therefore I shall not exert myself."

This objection is based upon the assumption that teachers, visiting committees, and the superintendent take no note of the reasons for the absences of different pupils, no note of the diligence, faithfulness, the general conduct of pupils. The teachers and the superintendent who watch carefully the progress of the scholars, know or ought to know why pupils fail. They should be competent to decide the merits of different cases, to know whether a pupil has done his best, or whether inattention to study, absence for trivial reasons, dislike of school work have impeded his progress. Upon an examination, two pupils fall below a required standard, which we will say is 80 per cent., each of them obtaining 70 per cent. Now it is for the proper authorities to say to the one who is two years older than the average of the class, to the one who has been constant in his attendance, industrious and pains taking in his work, that he may be promoted, and on the other hand, to say to the other, who has been irregular in his attendance, indifferent to his studies, that he cannot be promoted, even though his examination is equal to that of the former. When this plan is adopted, and pupils and parents understand

that industry, application, constant attendance while the pupil is a member of the school, count for something, as well as the ability to answer a few questions at a set examination, then shall we have better workers, and, as a result, higher average scholars. This plan will place a premium upon industry, and discourage shirking and deception. Many of those who are obliged to leave school to labor will be encouraged to return after a few terms, and we shall not see merely two hundred and eighty pupils over fifteen years of age in our schools. We hear a great deal said in relation to the old district school and its superiority in some respects over the graded school of to-day ; yet not even those who boast so much of the excellencies of those schools desire to return to that system. They content themselves with asking a few questions, among which this is generally the prominent one : "Why is it that some men who obtained all their education at the district school are so much superior to others who attended school forty weeks a year through a course of thirteen years?" We can find men that never attended school who are very successful in life, some who are superior scholars, yet this fact alone would not prove that it is well for all children to be kept away from school. The more important question is, How do the average boys and girls of the district schools compare with the average of those of the graded schools? We must not select a few who would have been successful anywhere and compare them with the weaker ones in the city schools. This is an interesting question, but the discussion of it in full must be at some other time. There are certain points, however, that bear upon the question of the early withdrawal of pupils from school.

Those who attended the district school, or at least, those who accomplished much, although they were at school but a short time each year, had little to distract them in their school work. Their evenings could be spent in studying the lessons of the school. It may be the number of hours they studied in three months was fully equal to the number of hours spent in study in eight months by some in the city schools, who spend many of their evenings in such a manner as to unfit

them for school duties, and also stay away from school at times to prepare for these outside matters. Those scholars who attended the district schools worked during the months they were not attending, and they went to school to work. They were at school not merely because others were there, but because they wished to study. In those schools it was not unusual to see young men and young women twenty years of age studying the branches taught in the grammar schools of to-day. Three months' schooling at that age was worth a whole year at the age of twelve or thirteen. They knew the district school was open to them as long as they desired to attend.

The schools cannot regulate many of these things. Parents must decide what is best to be done. The school authorities, however, can so arrange that scholars who are unable to attend the whole time shall be permitted to enjoy the benefits of the schools for the time they can attend.

TEXT BOOKS AND STUDIES.

During the year no changes have been made in text books in grades below the high school. Steele's Fourteen Weeks in Chemistry was adopted for use in the high school in place of Youman's Chemistry. The revised edition of Swinton's Language Lessons was placed in the hands of all pupils using the old edition. The Language Lessons is used in the second class, and Swinton's New English Grammar in the first class of the grammar schools.

The lower grades are working considerably in language, yet there is too much of an inclination to adhere to the old plan of technical grammar. In the preparation of questions for the examination of classes, especially those below the first class of the grammar schools, I have endeavored to avoid, as far as possible, questions the answers to which would require rules and definitions. This plan will be continued.

In each report that I have submitted attention has been directed to the subject of reading and the deficiency in this branch of study. During the past year special efforts have been made to make this subject

prominent in the various grades. More attention has been given on the one hand to elocutionary drill, to articulation, to distinctness of utterance, and on the other hand there has been more reading. Books other than the regular text books on reading have been used. A few copies of Hillard's and Sheldon's Readers have been used in grammar and intermediate schools, while for the primary schools the Nursery has furnished reading matter a part of the time. Monroe's Reading Charts have been placed in all the primary schools. Supplementary reading matter is now supplied for the schools in many places. It is the general testimony that the reading is greatly improved thereby.

We need in the schools a vast amount of drill in modulation, inflection, emphasis, enunciation. These are important subjects, too likely to be overlooked ; but we need more reading matter and a good selection of it. Reading as a means of information, as something that helps form the character, must not be neglected. The six books prescribed for use in our schools contain about as much reading matter as will be found in four or five books that children are likely to take from libraries, and as far as the schools are concerned, is all that is prescribed for a nine years' course. Pupils will read a great deal beside what they read in schools, and the character of the reading will depend, somewhat, at least, upon what they read in school and the suggestions made by teachers as to the reading. Many a book is taken from the public library because a teacher has recommended it, because in some recitation allusion has been made to it. We claim that all ought to know how to read, but of what use is it to be able to read, to call words, if there is no taste for improving literature, if there is no love for pure reading and a dislike for the polluting imagery of the dime novel and the Police Gazette? A part of the sales of this trashy, vicious, unwholesome reading matter might be checked, if scholars in our grammar schools were provided with better books, if teachers would advise in reference to reading matter. Small as is the amount of reading matter in a series of school readers, a great deal of the time is spent upon a few pieces. Some pieces are seldom read.

Children frequently go to libraries for books with no definite idea of what book they wish. They take one that has a dashing title, or they

take one because some of their mates say it is good. Many books are taken from libraries, as people say, just to "kill time." This "killing time" by reading books for which there is no urgent desire is injurious. It dissipates the energy like any labor performed without any definite purpose. Aimless reading is useless reading. The careless manner in which so many books are read is injurious. Many of the works of a vicious character are read very carefully. It is the province of schools to interest the pupil in something better. We need more reading matter for this purpose.

There are in most of the reading books extracts from some works that will interest pupils. By some explanation or illustration on the part of the teacher the whole of such works may be read. There are in the readers stories of animals, birds and plants. In connection with these pieces the whole of such books as the Child's Book of Nature and other similar works can be read. This, in addition to instructing the pupils, goes far to answer the question, "How shall we interest the children?" It is difficult to interest a class of twenty-five in reading a dozen paragraphs that have been read and re-read until the members of the class can repeat the most of the lesson without looking upon the book. While one pupil is reading another looks out of the window, where he sees something that interests him. He finds nothing to interest him in listening to the lifeless reading of a paragraph that he can repeat, and the direction from his teacher to look on his book can be obeyed only in part. His eyes may be upon the printed page, but his thoughts are elsewhere. Give the class a fresh piece to read, it may be a continuation of the story in the reading book, and there is no need of saying to the pupils that unless they look on their books they shall stand in the floor or stay after school. They are only too eager to look on their books, and if there are not books enough to supply the whole class, those without them will listen attentively to what is read by others. They will watch eagerly to get a glimpse of the printed page. If the selections are made with care, they serve the purpose of furnishing instruction at school, and far better, pupils are induced to select a better class of books to read outside of the school. It is the practice in some

schools for teachers to make out a list of books for the use of pupils. This list contains the names of books that are regarded as suitable for pupils of the age attending such grades. Many of the books can be obtained at the libraries, and when any book is to be bought this list is of good service. In this way a taste for good, wholesome reading is formed, and a part of the demand for vicious reading destroyed. Parents and teachers can work together to interest the children.

There is no doubt in the minds of those who have given the subject careful thought, that more reading matter is not only desirable but imperatively demanded in the schools. It is supplied in many places.

In this city for the past three years the Nursery has been furnished the primary schools, and during the past year a few readers for the other grades.

Some of the schools have used newspapers and magazines to some extent, but there has not been any attempt to systematize the work. In advocating this plan I should not recommend or advise the disuse of any regular series of reading books. Such a series should be in use, the lessons should be studied carefully and read many times. Care should be exercised that in adopting the plan of supplementary reading we do not fall into a loose, indefinite way of reading. Each series of readers contains exercises for elocutionary drill. These exercises ought to be studied carefully. If they are studied and the principles applied constantly in the reading lessons—which lessons should also be studied carefully—it will aid very much in remedying many of the noticeable defects of the school room, such as clipping of syllables, indistinct articulation, etc.

There are objections to the use of miscellaneous papers, as there are many selections that should not be read, and if scholars are allowed to choose for themselves many pieces will be selected that ought not to be read. The regular newspapers in some places—once a week—publish a selection for reading in the schools. This paper being obtained at a slight cost gives each pupil an opportunity each week to read something outside of the regular reading books. Pupils cut these extracts from the

papers and paste them into a scrap book prepared for that purpose, and in a short time they possess a reading book prepared by themselves. Other pieces than those printed in the daily or weekly papers for that purpose can be placed in the same book, and thus quite a selection may be obtained. These pieces are selected by members of the school committee, teachers or any one interested in the work, and most papers are willing to put such selections in their columns of miscellaneous reading, as the copy is furnished. In a city like Fitchburg where there exists a Teachers Association, the selections might be made under the direction of the Association. This is one method of securing a certain degree of uniformity in the reading matter of our schools.

There are persons in the community who preserve the reading books used in their childhood days, books from which they read when they attended the old red school house. These persons have never forgotten some of the selections in those books and would like to have their children read them in school to-day. This plan would give them the opportunity, and by printing these selections as has been indicated, the boys and girls of to-day could read some of these pieces, which their fathers and mothers remember with so much delight. Then the fathers and mothers could hear once more—"Chained in the market place he stood," "Forced from home and all its pleasures," or, "Yes, my native land, I love thee." These selections are sometimes from standard authors, sometimes they are fugitive pieces. They should be choice selections and they will be if proper care is exercised. I speak of this method particularly as there is so much said in relation to reading from papers, and to suggest that a loose, indefinite method should not be allowed.

The town of Quincy was one of the first to adopt a plan to furnish reading matter to the schools in general. The plan adopted to supply reading matter for the schools is this: Several sets of readers are purchased and circulated among the various schools. Suppose Monroe's Fourth Reader to be the prescribed book for intermediate grades. Twenty copies each of Sargent's, Saunders', Appleton's and Town's are purchased by the town, and at first put into four different schools. A school uses the set a week or two weeks, and then another school uses

the same books for the same length of time. In this way each school using Monroe's Fourth Reader enjoys the opportunity of reading each set of the four books mentioned, and thus are better prepared for the Fifth Reader. It is needless to repeat that many of the classes that have used the fourth reader until they have become familiar with the pieces are not prepared to begin the fifth reader of the same series. They must read more in works corresponding in grade to the fourth.

The examinations in spelling show better results than formerly. There has been a great amount of drill in this branch, and the results are encouraging. Words for spelling are taken from the different textbooks. The examinations in the various branches give opportunity to test the pupils in this department. A list of common words mis-spelled in one examination generally furnishes work for some time. As the spelling book formerly was used too much we are inclined to go to the other extreme of discarding the book entirely. This plan lacks definiteness. In all grades from the second year of the course, a spelling book should be used. By using it the pupils acquire fixed habits of study, and they also are aided in acquiring a good pronunciation. The judicious use of the spelling book trains them to call words at sight. I would earnestly recommend the plan of spelling from all text books in the lower grades, especially spelling words in common use. This should be a daily exercise, but in addition to it I should assign a regular lesson to be learned from the speller. There would be no need of a book, provided a list of words could be placed upon the blackboard daily, or in some way presented to the class in some regular manner; but with the schools constituted as they are, a part of the scholars absent each day, different teachers pursuing different plans, scholars in different schools learning different classes of words, there seems to be a need of a text book for all the schools. This plan of miscellaneous spelling can be followed in connection with the exercises of the spelling book. Most of the spellers have been revised, with the aim in view of supplying a different class of words, and thus the objection formerly made to the spelling books in use, that they did not contain words in common use, has in a measure been obviated.

History is taught in the first and second classes of the grammar schools. The same complaint is to be made that ever has been made in relation to this study : That pupils memorize words rather than ideas. This objection is urged on all sides. School reports from all quarters inveigh against it ; essayists at conventions speak of the absurdity of the plan ; people outside of the school room state positively that it is foolish to commit words to memory without an understanding of the points learned. All this we hear and have heard, yet the subject seems to be taught in the same manner as ever. I have no doubt the plan of supplementary reading will aid in this matter. Reading from histories not in regular use in the schools will prove beneficial.

The confusion arising from the use of different text books on geography is remedied to a considerable extent. The two higher classes on High street, and the highest class at West Fitchburg, are using the old edition of Guyot's Intermediate, all other classes studying geography are using the new edition. Many teachers think it advisable to use a primary work before using the Intermediate. Should this be done it would give a long time to the study of this branch. The Intermediate is now begun in the lowest class of the grammar schools and continued through the four years, although for the last few terms, in the first class this study alternates with history. Should it be deemed best to study in the secondary, or intermediate grades, an elementary work, it would seem advisable to omit the study during a portion of the grammar school course. Six years seems too much time to devote continuously to the study of geography. This is one place where time can be saved. It is needless to repeat here what has been said in former reports in relation to the great variety of subjects taught in the schools. Reference is not made to the number of studies but to multiplicity of topics under each head. This study is a good illustration. Geography is an important study. There are many points in it of which no pupil should be ignorant.

The details, however, must be left to the individual pupil to study for himself. The general principles regarding climate, productions, commerce, etc., can be studied at school, but the particulars of descriptive

geography cannot be learned in any course. The boundaries of the different States of this Union, the names of the capes and bays on the coast of Africa or of Europe, the rivers of Russia, the capitals of the South American States, the mountains of Asia, and other similar facts, to learn which such a vast amount of time is required, are not of sufficient importance as to require so much study. It is said that the study should be pursued continuously after it has been once begun, or the pupils will forget what they have learned. There is too much of this in each branch of study. It is one of the weak points of our system that an examination must be held as soon as a class completes a topic, or the examination will be a failure. I say it is a weakness, a lamentable weakness, that we do not dare to examine pupils upon a subject a few months after they have discontinued the study of it.

SCHOOL BOOKS.

The text books used for the past year have been sold by Messrs. Shepley & Baker, and Messrs. Eddy & Co., as agents for the committee. A commission of 10 per cent. is allowed the agents on all sales. The books are purchased of the publishers by the superintendent, and delivered to the dealers. Books used in the lower grades are bought in large quantities, while high school books are obtained as classes are formed. The cost of books in the grades below the high school, at the present time, as compared with former prices, is shown by the following statement :

In the following table, the present cost of the book is given in the first column of figures, and the second column gives the former retail price.

FIRST YEAR.

Monroe's First Reader,	\$.22	\$.30
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SECOND YEAR.

Monroe's Second Reader,	\$.35	\$.50
Worcester's Primary Speller,	.18	.25
	.53	.75

THIRD YEAR.

Monroe's Third Reader,	.50	.70
Mason's Music Reader,	.55	.70
Fish's Primary Arithmetic,	.35	.50
Writing Books,	.40	.55
	1.80	2.45

FOURTH YEAR.

Worcester's Pronouncing Speller,	.25	.35
Guyot's Introductory Geography,	.70	1.00
Smith's Drawing Book,	.18	.25
Writing Books,	.40	.55
	1.53	2.15

FIFTH YEAR.

Monroe's Fourth Reader,	.60	.84
Fish's Complete Arithmetic,	.95	1.40
Drawing Book,	.18	.25
Writing Books,	.61	.75
	2.34	3.24

SIXTH YEAR.

Guyot's Intermediate Geography, \$1.05		\$1.50
Drawing Book,	.18	.25
Writing Books,	.61	.75
	1.84	2.50

SEVENTH YEAR.

Monroe's Fifth Reader,	.90	1.25
Anderson's History,	.85	1.20
Drawing Book,	.18	.25
Writing Books,	.61	.75
	2.54	3.45

EIGHTH YEAR.

Swinton's Language Lessons,	.35	.50
Hour of Singing,	.75	.75
Drawing Book,	.18	.25
Writing Books,	.61	.75
	1.89	2.25

NINTH YEAR.

Monroe's Sixth Reader,	1.05	1.50
Swinton's Grammar,	.60	.85
Drawing Book,	.18	.25
Writing Books,	.61	.75
	2.44	3.35
Total,	\$15.13	\$20.44

The writing books in the above list include the regular copy books and also the blank books used for spelling exercises. The number of writing books used varies from term to term, also in different schools, but the list as given represents the average number used.

The amount expended for slates, pens, pencils, erasers, paper for written exercises, etc., varies with different pupils. Complaints are made that teachers require so many of these articles that quite an additional expense is incurred.

Most pupils—sometime in the course—purchase a dictionary, which increases the cost. The list as given comprises all books that pupils by the course of study adopted by the school committee are required to buy, in the nine years' course below the high school.

In case any change is ordered by the committee, the law of the State requires the city to pay for the books introduced. There is a feeling that text books are changed frequently. The records show that Fish's Arithmetic was adopted September 7, 1876, in place of Walton's; Swinton's Grammar December 6, 1875, in place of Kerl's; Monroe's Readers June 7, 1876, in place of Hillard's. Mason's Music Readers and Charts have been in use since a special teacher of singing was employed, in 1872. The Hour of Singing was introduced into the upper classes of the grammar schools in the fall of 1876. Those classes previously used Mason's Intermediate Music Reader. The report for 1867 states that Anderson's History, Guyot's Geography and Worcester's Speller were in use at that time.

What was stated in the report of last year concerning changes in the editions of text books explains the cause of the confusion arising from lack of uniformity in certain text books. It also explains what is sometimes charged against the school committee, that they have ordered a change of text books, when a book that has been used by one member of a family cannot be used by a younger brother or sister. No change has been ordered but the book has been revised, so that the younger classes are using an entirely different book from the one in use in the older classes.

In the later editions of Anderson's History, there are nearly thirty pages, devoted to notes and explanations, that are not given in the earlier editions. Some pupils having the earlier editions feel it a hardship to be deprived of so much reading matter, and, naturally enough, ask their parents for a copy of the last edition. The purchase of a book under such circumstances increases the amount expended for school books, and leads to fault-finding and censure regarding the school committee. The spelling book used in the intermediate and grammar schools was revised a few years ago. The new edition contains thirty pages of words not in the former edition. Some of the words found in the former edition are not in the revised work. Both editions are now used in our schools. We can understand that teachers are annoyed as they assign lessons to pupils with different books.

I think it advisable to take some action that will secure uniformity in some of our text books. In order to avoid any extra expense I have advised teachers to say nothing to the pupils concerning new books, although much difficulty arises from the use of different editions of the same book.

It is the frequent revision of text books that furnishes the occasion for complaint regarding changes. Certainly the changes made in this city by substituting the books of one author for those of another have not been so frequent as to warrant any complaint.

CONCLUSION.

I have at some length presented my views upon some of the topics that I regard as prominent. Concerning the importance of our schools there can be no question. We differ as to the methods to be employed, but our various opinions must not retard the progress of the schools. The welfare of the children composing the schools is the end we must have constantly in view. Theorizing in relation to what is best for these youthful minds will not answer. We must be able to give good reasons for what we advocate. Our individual opinions are of value as far as they are based upon experience. If we form our opinions upon theory,

without considering the varying circumstances under which different schools are organized, we may hinder the work of the schools. We cannot afford to experiment. Let us cling to the old methods until we satisfy ourselves that other methods are better. Let us, above all, be true to the interests of the children, who have a right to demand from us our best efforts.

Respectfully submitted,

JOSEPH G. EDGERLY,

Superintendent of Schools.

Fitchburg, Mass., December 21, 1878.

TABLE SHOWING THE ATTENDANCE

FOR 1878.

	AV. NUMBER BELONGING.	AV. DAILY ATTENDANCE.
High School, - - -	168 - - -	165

GRAMMAR SCHOOLS.

High Street, - - -	182 - - -	169
Day Street, - - -	276 - - -	260
West Fitchburg, - -	92 - - -	82

INTERMEDIATE SCHOOLS.

High Street (A), - -	58 - - -	54
High Street (B), - -	47 - - -	44
Day Street, - - -	44 - - -	40
South Street, - - -	54 - - -	50
Middle Street, - - -	47 - - -	44
South Fitchburg, - -	31 - - -	28
Rockville (2 schools), -	52 - - -	45

SECONDARY SCHOOLS.

High Street (A and B),	-	80	-	-	-	-	75
Day Street (A),	-	38	-	-	-	-	37
Day Street (B),	-	41	-	-	-	-	38
South Street,	-	49	-	-	-	-	45
Middle Street,	-	46	-	-	-	-	42
South Fitchburg,	-	45	-	-	-	-	43
East Street,	-	38	-	-	-	-	37

PRIMARY SCHOOLS.

High Street (A),	-	43	-	-	-	-	40
High Street (B),	-	51	-	-	-	-	44
Day Street (A),	-	41	-	-	-	-	40
Day Street (B),	-	48	-	-	-	-	46
South Street (A),	-	47	-	-	-	-	45
South Street (B),	-	57	-	-	-	-	50
Middle Street (A),	-	40	-	-	-	-	39
Middle Street (B and C),		80	-	-	-	-	72
East Street,	-	46	-	-	-	-	41
School Street,	-	42	-	-	-	-	36

UNGRADED SCHOOLS.

Mount Elam,	-	9	-	-	-	-	8
Woodbury,	-	23	-	-	-	-	22
Wachusett,	-	51	-	-	-	-	49
West Fitchburg,	-	37	-	-	-	-	33
Dean Hill,	-	17	-	-	-	-	13
Page District,	-	10	-	-	-	-	10
Caswell District,	-	14	-	-	-	-	11
Pearl Hill,	-	23	-	-	-	-	20
Total,	-	<u>2,067</u>	-	-	-	-	<u>1,917</u>

APPENDIX.

REPORT OF PRUDENTIAL COMMITTEE.

EXPENDITURES.

TEACHING HIGH SCHOOL.

Paid Ray Greene Huling,	\$1,800 00
Albion N. Marston,	1,000 00
Benjamin F. Brown,	1,000 00
E. Adams Hartwell,	732 50
Ellen W. Beane,	600 00
Myra B. Richardson,	405 00
	\$5,537 50

TEACHING HIGH STREET GRAMMAR SCHOOL.

Paid Charles G. Stearns,	\$775 00
Lewis Parkhurst,	325 00
Alice F. Hayes,	438 00
Sarah E. Hayden,	440 00
Alice Miller,	130 00
Josephine Reynolds,	310 00
	\$2,418 00

TEACHING DAY STREET GRAMMAR SCHOOL.

Paid Justus K. Jillson,	\$325 00
Ellen E. Armes,	440 00
Mattie E. Goodrich,	440 00
Addie Goodrich,	440 00
Carrie G. Brewster,	424 50
Clara A. Woodbury,	130 00
Caroline J. Dresser,	930 00
E. D. Whitney,	310 00
Edna M. Lowe,	310 00
	\$3,749 50

TEACHING WEST FITCHBURG GRAMMAR SCHOOL.

Paid Charles K. Sawyer,	\$1,100 00
Abbie A. Whittemore,	440 00
	\$1,540 00
	\$13,245 00

TEACHING COMMON SCHOOLS.

Paid Georgie A. Higgins,	\$418 00
Addie H. Chase,	418 00
Lizzie L. Lamb,	294 50
Emma L. Lane,	418 00
Clara D. Hosmer,	440 00
Lizzie M. Nolan,	440 00
Winnifred Marvle,	418 00
Anna W. Ticknor,	113 75
Sara J. Barber,	418 00
Nellie E. Wallace,	144 00
Lucy A. Hayward,	123 50
Elizabeth W. Osborne,	418 00
Edna M. Lowe,	123 50

E. Isadore Wells,	\$418 00
Issie H. Gilchrest,	9 60
Nettie E. Adams,	82 50
Carrie G. Whitcomb,	3 00
Lulu M. Bagley,	369 40
Sarah L. Sawyer,	366 40
Phebe M. Blanchard,	113 75
Jennie M. Connor,	168 00
Lizzie A. Downe,	294 50
Helen F. Moore,	294 50
Mary E. Downe,	294 50
Josephine Reynolds,	123 50
S. Ada Blood,	418 00
Celie L. Higgins,	243 24
E. La Mira Estabrook,	418 00
M. Lizzie Kimball,	387 60
Lizzie Delehanty,	22 50
Julia M. Joel,	104 00
Hattie A. Smith,	418 00
Etta A. Jillson,	418 00
Mary E. Gallagher,	418 00
Mary A. Barnes,	104 00
Nancy R. Phillips,	418 00
Alice T. Lee,	291 65
Nellie G. Weston,	294 50
Kate F. Andrews,	104 00
Helen E. Woodbury,	418 00
Clara L. Tenney,	418 00
Abbie L. Marble,	296 00
Anna A. Carleton,	280 00
Ella F. Caswell,	313 25
Mary E. Whittemore,	418 00
Clara A. Bernard,	152 00
\$13,079 64	

MUSIC.

Paid John Ord, Jr.,	\$815 00	
		\$815 00

DRAWING.

Paid S. Herbert Adams,	\$195 00	
Sophia L. Pitman,	405 00	
		\$600 00

PENMANSHIP.

Paid Nellie F. Livermore,	\$660 00	
		\$660 00

EVENING DRAWING SCHOOL.

Paid Sophia L. Pitman,	\$96 00	
Eliot L. Caldwell,	96 00	
		\$192 00

TEACHING EVENING SCHOOL.

Paid J. Warren White,	\$87 00	
D. M. Church,	57 00	
E. M. Gay,	36 00	
Emma Miller,	40 50	
Mary F. Aldrich,	42 00	
Katie E. Dunn,	36 75	
E. L. Battles,	38 25	
Kate Gallagher,	22 50	
Mary A. Barnes,	23 25	
Sarah M. Cushing,	23 25	
		\$406 50

SUPERINTENDENT OF SCHOOLS.

Paid Joseph G. Edgerly,	\$1,800 00	
		\$1,800 00

FUEL AND CARE OF SCHOOLS.

Paid Perez C. Burr, coal,	\$2 15	
Garfield & Proctor, coal,	880 38	
Sundry persons, wood and cutting,	1,286 71	
Sundry persons, care of school houses,	1,455 59	
		\$3,624 83

REPAIRS OF SCHOOL HOUSES.

Paid L. R. Starkey, repairs,	\$ 50	
G. H. Kinsman, repairs,	39 22	
D. F. McIntire & Co., repairs,	2 12	
Wetherbee & Derby, mason work,	14 85	
Wetherbee & Derby, whitening and repairs,	131 25	
W. H. Goodwin, repairs,	111 54	
Lucius Aldrich, repairs,	48 57	
N. I. Cochran, repairs,	8 49	
Henry Grout, repairs,	3 91	
Samuel P. Durant, painting, East street,	45 55	
A. B. Lawrence & Co., varnish,	1 00	
George Brooks, paint and varnish,	2 00	
G. W. Hurd, paint,	3 25	
J. B. Sargent, repairing lock,	75	
E. G. Pool, iron work,	1 25	
C. A. Priest, setting glass,	2 80	
J. D. Bickford & Co., setting glass,	10 00	
Addie H. Chase, setting glass,	50	

Paid A. O. Carter, setting glass,	\$22 84	
Estate of Samuel Foster, setting glass,	5 53	
Wm. Edwards & Co., slating,	19 45	
McHugh & Lovett, slating,	25 66	
G. B. Knowlton, hardware,	16 06	
I. C. Wright, hardware,	57 39	
J. P. Sabin, hardware,	3 35	
Hawley Brothers, lumber,	24 53	
		\$602 36

SCHOOL INCIDENTALS.

Paid Fitchburg Savings Bank, rent superintendent's office,	\$200 00	
Belding & Dickinson, rent, evening school,	31 25	
Joseph L. Ross, Boston, 100 single desks and chairs,	316 00	
Walter Heywood Chair Co., chairs,	43 70	
Hawley Brothers, 1 case,	23 15	
M. J. Morse, 1 chair,	1 50	
G. B. Knowlton, school furniture,	6 63	
L. Sprague & Co., school furniture,	60 77	
T. F. & W. P. Guy, school furniture,	18 15	
I. C. Wright, school furniture,	22 89	
J. F. Bruce, school furniture,	7 35	
James H. Fairbanks, clocks and repairs,	20 00	
S. M. Martin, repairing clocks,	1 50	
A. O. Carter, sundries,	30 27	
Henry Grout, paid for labor,	1 25	
W. A. Macurda & Co., sponge,	1 20	
W. J. Merriam, supplies,	37 04	
Alfred Mudge & Son, diplomas,	14 00	
F. G. Stimson, writing diplomas,	9 25	
J. G. Edgerly, sundries,	29 18	

Paid Parks & Carpenter, supplies,	\$35 09
C. M. Converse, stoves, etc.,	45 97
George Robbins & Co., stoves, etc.,	109 34
Fitchburg Gas Co., gas,	106 80
Martin Webber, curtains,	7 50
A. N. Marston, birds,	7 20
Eliot L. Caldwell, plates,	7 00
W. A. Carleton, use of strips,	1 00
J. M. Peck & Co., horse hire,	59 00
H. J. Kimball, repairing water pipe,	1 50
J. N. Marble, tuning pianos,	4 50
J. F. Chaffin, tuning pianos,	6 75
Samuel Tucker, removing night soil,	75
Nicholas Parker, removing night soil,	3 00
James Brason, removing night soil,	12 00
Fire Department, washing water closets,	4 50
C. H. Benton, labor at superintendent's office,	4 00
G. H. Litchfield, jobber,	1 50
W. W. Hubbard, jobber,	2 25
Livy McMaster, jobber,	9 00
W. H. Lowe, jobber,	18 81
William Woodbury, lumber for fence,	2 20
N. I. Cochran, Mt. Elam fence,	40 60
American Metric Bureau,	11 01
William Woodbury, paid for cleaning,	5 00
C. K. Sawyer, paid for cleaning,	12 29
Mrs. John Keating, cleaning,	5 79
Mrs. P. Burke, cleaning,	63
Eben Bailey, enumerator, 19 days at 2.25,	42 75
John Gallagher, enumerator, 14½ days at 2.25,	32 63
Thomas C. Upton, enumerator, 12½ days at 2.25,	28 13
Sentinel Printing Co., printing,	12 75
R. G. Huling, sundries,	5 35
John P. Sabin, labor,	1 60

Paid Sophia L. Pitman, paid for express,	\$ 95	
George K. Paul & Co., regulator,	46 63	
Mutual Boiler Insurance Co., insurance high school,	25 00	
Mutual Boiler Insurance Co., insurance Day street,	25 00	
S. P. Durant, labor on blackboards,	16 75	
G. B. Proctor, paid for sundries,	12 69	
Cowdin & Walker, soap,	1 06	
L. Prang & Co., supplies,	3 15	
J. L. Hammett, supplies,	8 40	
D. F. Brooks & Co., ink,	12 00	
Litch & Sawtell, supplies,	1 14	
Putnam Machine Co., castings,	16 28	
M. Davis, lumber,	75	
Litch & Sawtell, cleaning stoves,	3 05	
Highway Department, removal of ashes and sand,	10 00	
		\$1,706 12

BOOKS AND STATIONERY.

Paid Ginn & Heath,	\$206 97
J. L. Hammett,	64 55
Iverson, Blakeman, Taylor & Co.,	20 23
William Ware & Co.,	5 70
Thompson, Brown & Co.,	26 87
Harper Brothers,	3 04
Clark & Maynard,	7 20
L. Prang & Co.,	29 00
E. R. Coburn,	10 22
H. M. Cable,	2 80
A. S. Barnes,	1 50
Paul A. Garey,	9 00
John L. Shorey,	12 30

Paid John A. Boyle,	\$67 50	
A. C. Stockin,	44 00	
Oliver Ditson & Co.,	5 40	
Nichols & Hall,	4 03	
Thomas T. Bailey,	1 20	
Shepley & Baker,	383 36	
B. W. Eddy & Co.,	159 39	
Sentinel Printing Co.,	104 30	
R. G. Huling,	2 58	
J. G. Edgerly,	4 87	
John Ord, Jr.,	4 25	
		\$1,180 26

BOOKS TO BE SOLD TO PUPILS.

Paid Thompson, Brown & Co.,	\$262 95	
Wm. Ware & Co.,	59 67	
Daniel Appleton & Co.,	87 38	
Clark & Maynard,	64 80	
Ginn & Heath,	129 86	
Iverson, Blakeman, Taylor & Co.,	681 07	
Harper Brothers,	13 88	
J. L. Hammett,	487 82	
A. S. Barnes & Co.,	89 75	
Nichols & Hall,	44 10	
Thomas T. Bailey,	27 30	
Sentinel Printing Co.,	12 00	
Shepley & Baker,	48 40	
B. W. Eddy & Co.,	71 33	
A. C. Stockin,	98 87	
Oliver Ditson & Co.,	75 60	
Potter, Ainsworth & Co.,	115 70	
L. Prang & Co.,	149 40	
W. H. Lowe,	2 25	
J. G. Edgerly,	33 00	
		\$2,555 13

RECAPITULATION.

SCHOOLS.

Paid for Teaching High and Grammar Schools,	\$13,245 00
Teaching Common Schools,	13,079 64
Teaching Music,	815 00
Teaching Drawing,	600 00
Teaching Penmanship,	660 00
Evening Drawing School,	192 00
Evening School,	406 50
Superintendent of Schools,	1,800 00
Fuel and Care of Schools,	3,624 83
	\$34,422 97
Paid for Repairs of School Houses,	602 36
Paid for School Incidentals,	1,706 12
Paid for Books and Stationery,	1,180 26
Paid for Books to be sold to pupils,	2,555 13
Total cost of Schools,	\$40,466 84

CONTRA.

Appropriation for Teaching, Fuel and Care,	\$30,600 00
Henry A. Farwell, old school house,	50 00
Tuition,	117 00
Appropriation for Repairs of School Houses,	600 00
Appropriation for School Incidentals,	1,000 00
Mrs. Nugent, sum uncalled for,	2 10
Appropriation for School Books,	500 00
J. G. Edgerly, School Books,	5 02
Tax of 1878,	197 04
Received for Books sold,	843 25
Cash received by School Committee,	465 66
Due from Dealers,	327 65
	\$34,707 72
Overdrawn,	\$5,759 12

SCHOOL COMMITTEE

FOR 1879.

HON. WILLIAM H. VOSE, Mayor, *ex officio*, Chairman.

E. FOSTER BAILEY, President of the Common Council, *ex officio*.

						Term Expires.
Ward 1.	{	Thomas Murray,	-	-	-	December, 1879.
		Henry O. Putnam,	-	-	-	December, 1880.
		J. Warren White,	-	-	-	December, 1881.
Ward 2.	{	Samuel L. Graves,	-	-	-	December, 1879.
		William Woodbury,	-	-	-	December, 1880.
		James T. Hewes,	-	-	-	December, 1881.
Ward 3.	{	David A. Corey,	-	-	-	December, 1879.
		James H. Fairbanks,	-	-	-	December, 1880.
		George S. Gibson,	-	-	-	December, 1881.
Ward 4.	{	Ebenezer Bailey,	-	-	-	December, 1879.
		Thomas S. Blood,	-	-	-	December, 1880.
		Frederick H. Thompson,	-	-	-	December, 1881.
Ward 5.	{	George R. W. Scott,	-	-	-	December, 1879.
		Daniel B. Whittier,	-	-	-	December, 1880.
		Stillman Haynes,	-	-	-	December, 1881.
Ward 6.	{	John Gallagher,	-	-	-	December, 1879.
		John Barnes,	-	-	-	December, 1880.
		Phillip J. Garrigan,	-	-	-	December, 1881.

TEACHERS AND THEIR SALARIES,

DECEMBER, 1878.

HIGH SCHOOL.

High Street,	RAY GREENE HULING,	\$1,800
	ALBION N. MARSTON,	1,000
	BENJAMIN F. BROWN,	1,000
	E. ADAMS HARTWELL,	800
	ELLEN W. BEANE,	600

GRAMMAR SCHOOLS.

High Street,	LEWIS PARKHURST,	\$1,000
	ALICE F. HAYES,	400
	SARAH E. HAYDEN,	400
	ALICE MILLER,	400
Day Street,	JUSTUS K. JILLSON,	1,000
	ELLEN E. ARMES,	400
	MATTIE E. GOODRICH,	400
	ADDIE GOODRICH,	400
	CARRIE G. BREWSTER,	400
	CLARA A. WOODBURY,	400
West Fitchburg,	CHARLES K. SAWYER,	1,000
	ABBIE A. WHITTEMORE,	400

INTERMEDIATE SCHOOLS.

High Street (A),	GEORGIE A. HIGGINS,	\$380
High Street (B),	ADDIE H. CHASE,	380
Day Street,	EMMA L. LANE,	380
South Street,	CLARA D. HOSMER,	400
Middle Street,	LIZZIE M. NOLAN,	400
South Fitchburg,	SARA J. BARBER,	380
Rockville,	ANNA W. TICKNOR,	350

SECONDARY SCHOOLS.

High Street (A),	LUCY A. HAYWARD,	\$380
High Street (B),	NELLIE E. WALLACE,	320
Day Street (A),	ELIZABETH W. OSBORNE,	380
Day Street (B),	EDNA M. LOWE,	380
South Street,	E. ISADORE WELLS,	380
Middle Street (A),	ISSIE H. GILCHREST,	320
Middle Street (B),	ETTA A. JILLSON,	380
South Fitchburg,	LULU M. BAGLEY,	350
East Street,	WINNIFRED MARVLE,	380
Rockville,	SARAH L. SAWYER,	350

PRIMARY SCHOOLS.

High Street (A),	JOSEPHINE REYNOLDS,	\$380
High Street (B),	S. ADA BLOOD,	380
Day Street (A),	MARY E. KIMBALL,	380
Day Street (B),	E. LA MIRA ESTABROOK,	380
South Street (A),	JULIA M. JOEL,	320
South Street (B),	HATTIE A. SMITH,	380
Middle Street (A),	MARY E. GALLAGHER,	380
Middle Street (B),	MARY A. BARNES,	320
East Street,	JENNIE M. CONNOR,	320
School Street,	NANCY R. PHILLIPS,	380

UNGRADED SCHOOLS.

Mt. Elam,	KATE F. ANDREWS,	\$320
Woodbury,	HELEN E. WOODBURY,	380
Wachusett,	PHEBE A. BLANCHARD,	350
West Fitchburg,	CLARA L. TENNEY,	380
Dean Hill,	ABBIE L. MARBLE,	320
Joel Page,	ANNA A. CARLETON,	320
Caswell,	ELLA F. CASWELL,	380
Pearl Hill,	MARY E. WHITTEMORE,	380

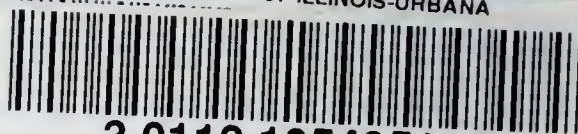
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SPECIAL TEACHERS.

Singing,	JOHN ORD, JR.,	\$600
Writing,	NELLIE F. LIVERMORE,	600
Drawing,	S. HERBERT ADAMS,	600

SALARY OF SUPERINTENDENT, \$1,800.

UNIVERSITY OF ILLINOIS-URBANA



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